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ABSTRACT

This book is intended to help college faculty effectively design and evaluate courses and curricula. The 16 chapters address the following topics: a learning-centered approach to course and curriculum design; a systematic design model (showing benefits); the decision to begin a curriculum project; getting started; linking goals, courses, and curricula; gathering and analyzing data; developing a design for an ideal course or curriculum; adjusting from the ideal to the possible; clarifying instructional goals and objectives; designing assessment instruments and procedures; designing the learning experience; selecting and using technology; developing a learning-centered syllabus; cultivating a respect for diversity; implementing, evaluation, and refining the course or curriculum; and learning from experience. Attached are the following additional resources: (1) "Questions for Evaluating a College Course" (Richard R. Sudweeks and Robert M. Diamond); (2) case studies in developing learning outcomes; (3) "Mathematics Prerequisites and Student Success in Introductory Courses: Final Report" (William J. Hardin); (4) sample alumni survey for evaluating program effectiveness and needs; (5) additional case studies in course design; (6) "Developing an Institutional Assessment Culture at Truman State University" (Bronwyn Adams); (7) "Qualities of the Liberally Educated Person: A Description of Important Competencies" (Rutgers University- Newark); (8) a sample copyright agreement; and (9) a self-scorable teaching goals inventory. A name and subject index are included. (Contains approximately 100 references.) (DB)

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